



# SCHUSS

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## EDITOR'S LETTER

Dear teachers,

Welcome to the new edition of *Schuss*. In this issue we present the German film adaptation of the modern classic novel *When Hitler Stole Pink Rabbit*. Another topic is the phenomenon of explanatory videos on YouTube: According to a new study, more than half of German students already use them. Also, your students can find out what happens in their bodies after a sugar attack, and we celebrate 30 years of Namibian independence with the young people of the former German colony.

We hope you and your students have fun learning with *Schuss*

**Britta Giersche**  
Editor

## KEY

**What do our symbols mean?**

- Listen to an audio track about this article and download the transcript and the worksheet.
- Do the online Learning Unit on this article.
- Watch a video about this article, download the transcript and do the online activities.
- Explore the extra online content about this article.
- Explore the Lesson Plan included in the Teacher's Notes.

Find all the content for this issue here: [www.mg-plus.net/schuss204](http://www.mg-plus.net/schuss204)

**OUR WEBSITE IS CHANGING! DO YOU HAVE QUESTIONS?**

- Email us: [schuss@maryglasgowplus.com](mailto:schuss@maryglasgowplus.com)
- Watch our tutorials! [www.mg-plus.net/detutorials](http://www.mg-plus.net/detutorials)

## YOUR MAGAZINE AT A GLANCE

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**Pages 4–5 Lesson Plan 1****Junge Namibier feiern 30 Jahre Freiheit****Objectives**

- To learn something about Namibia's history
- To learn about the *Hit the Beat* project in Namibia
- To practise reading comprehension
- To conduct online research

**Starter**

Ask students to discuss **Vorbereiten** in small groups. As a stimulus write the following word pairs on the board: *Frieden/Angst vor Terror oder Umweltverschmutzung, Jobchancen/Arbeitslosigkeit, Armut/Reichtum*. Then discuss the topic with the whole class.

**Main Activity**

- 1 Ask students to read the article with their speaking partners and to look up unknown vocabulary independently as needed. Then students should move on to **Verstehen** and highlight the relevant passages in the article. Ask students to read out the correct sentences and to translate them into the classroom language. Ask further comprehension questions, for example: *Was ist das Ziel von „Hit the Beat“? (Menschen unterschiedlicher Nationen und Kulturen zusammenzuführen) Wann wurde das Projekt gegründet? (im Jahr Neunzehnhundert neunundneunzig) Was machen die Jugendlichen bei „Hit the Beat“? (Sie singen, trommeln und tanzen.)*
- 2 Watch the *Hit the Beat* video ([www.mg-plus.net/schuss204](http://www.mg-plus.net/schuss204)) with the class. Then ask: *Wie findet ihr das Video?* Encourage students to use opinion phrases such as *Ich finde/denke/bin der Meinung, dass...* and to give reasons for their opinions in subordinate clauses beginning with *weil*. Continue with the question: *Könnt ihr euch vorstellen, bei einem ähnlichen Projekt mitzumachen? Warum (nicht)?* Encourage a class debate.
- 3 Discuss with the class: What is the meaning of the expression *Kultur der Zusammengehörigkeit* as used at the end of the article? Then ask: *Was versteht ihr unter Zusammengehörigkeit?*
- 4 Now continue with **Diskutieren**. Ask students to brainstorm and then to describe one project in more detail in writing. Nominate volunteers to read out their texts at the end of the lesson and discuss their ideas with the class.

**Extension**

For homework, ask students to research five facts or more about German-speaking Namibians online and to create a poster on the subject of *Deutsche in Namibia*.

**Pages 6–7 Lesson Plan 2****Schule auf YouTube****Objectives**

- To find out how German students use YouTube videos
- To recognise the difference between *dass* and *das*
- To express opinions

**Starter**

Ask the class to prepare **Vorbereiten** in small groups. Then ask volunteers to share their answers with the class and let the class vote: *Welche drei YouTube-Erklärkanäle sind am beliebtesten?*

**Main activity**

- 1 Ask students to read the article in pairs and to highlight the subclauses beginning with *dass*. Then students should test their reading comprehension with **Verstehen**.
- 2 Ask volunteers to read out the highlighted sentence structures containing *dass* in the article and elicit an explanation of the grammatical function. (*Dass* is a conjunction and introduces a subordinate clause) Then ask: *Wann schreibt man das nur mit einem „s“? (wenn es ein Artikel oder ein Pronomen ist)* Ask students to find examples of *das* with one „s“ in the text and to decide whether it is an article or pronoun, for example: *Das* hat viele Vorteile = pronoun, *das* Video = article.
- 3 Students should now continue with **Üben**. Ask volunteers to read out one completed sentence each and to decide whether the sentence contains a conjunction (*dass*) an article (*das*) or a pronoun (*das*).
- 4 Play the audio-clip *Mit YouTube lernen* ([www.mg-plus.net/schuss204](http://www.mg-plus.net/schuss204)) several times and ask students to complete the associated listening activity.
- 5 Ask students to read **Deutsche TOP YouTube-Kanäle mit Erklärvideos**. Ask students to vote on which of the channels they find most interesting. Access the channels online and view a short clip from each with the class. Ask after each clip: *Wie gefällt euch der Kanal?* Encourage students to use opinion phrases (*Ich finde/denke/bin der Meinung, dass ... , kann (nicht) verstehen, dass ...*) in their answers.

**Extension**

For homework, ask students to complete the online Learning Unit on the topic of *Meinungsanzeiger* ([www.mg-plus.net/delanglab](http://www.mg-plus.net/delanglab)).

## Pages 8–9 Lesson Plan 3

### Wenn Zucker den Körper attackiert

#### Objectives

- To learn something about the consequences of excessive sugar consumption
- To extend body vocabulary
- To practise reading and listening comprehension

#### Starter

Ask students to discuss **Vorbereiten** in small groups, and then discuss the subject with the whole class.

Write *süß, salzig, sauer, bitter* and *würzig* on the board and place the students' suggestions in the appropriate category. Debate with the class: *Welche Geschmacksrichtung ist am beliebtesten? Warum?*

#### Main Activity

**1** Ask students to read the introduction to the article and the first paragraph with their speaking partners. Students should then test their reading comprehension with **Verstehen**. Discuss the answers with the class and challenge volunteers to summarise the content of the paragraph in the classroom language.

**2** Students should now work through the four paragraphs under the heading **60 Minuten nach der Zuckerattacke** in pairs and then complete **Üben**.

Discuss the answers with the class and ask further comprehension questions, for example: *Wie entwickelt*

*sich im Mund Säure, die die Zähne und das Zahnfleisch zerstören kann? (Der Zucker mischt sich mit Bakterien.) Was passiert mit dem Zucker, der an die Leber geht? (Er wird zu Fett.) Warum schwitzt man, wenn man zu viel Zucker gegessen hat? (Die Herzfrequenz steigt.) Etc.*

**3** Play the audio clip *Pausensnack: Zuckerbombe* ([www.mg-plus.net/schuss204](http://www.mg-plus.net/schuss204)) and ask the class to complete the associated listening activity. Hand out the transcript, then ask students to highlight unknown words and elicit their meaning from fellow classmates.

**4** Divide the class into teams and ask students to create posters on the subject of *Zuckerkonsum* using the information from the article and the audio-clip. Provide A3 paper and coloured pencils. Students should present their posters at the end of the lesson to the class. The best poster wins a prize.

#### Extension

For homework, ask students to complete **Diskutieren** in writing.

### Grundvokabular: Wenn Zucker den Körper attackiert

This is a list of 30 words and phrases on the topic of *Wenn Zucker den Körper attackiert*. Photocopy the table and ask students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
der Zucker		zerstören	
attackieren		der Magen	
der Körper		so viel ... wie möglich	
zu viel		die Leber	
zu wenig		das Fett	
sich bewegen		der Stress	
wichtig		die Herzfrequenz	
brauchen		steigen	
die Folge		hormonell	
besonders		die Zellen (Pl.)	
sofort		das Immunsystem	
was passiert		sich kümmern	
nachdem		dauern – es dauert	
es entwickelt sich		(das) Obst	
das Zahnfleisch		das Vollkornbrot	

**Pages 10–11 Lesson Plan 4**

**Als Hitler das rosa Kaninchen stahl**

**Objectives**

- To learn something about the Berlin born children's author Judith Kerr
- To practise reading comprehension
- To devise a role-play in a group

**Starter**

Ask students to discuss the question in **Vorbereiten** with their speaking partners. Scaffold the activity by writing verb forms in the subjunctive on the board, such as *ich wäre, ich müsste, ich würde, ich hätte, ich könnte*. Challenge students to use several of the subjunctive verb forms in their answers.

**Main Activity**

- 1 Ask students to read the introduction to the article and **Die Story** independently with their speaking partners. Discuss **Die Story** with the class and ask volunteers to summarise the content of the paragraph in the classroom language.
- 2 Challenge students to point out the parallels between Anna's story and Judith Kerr's biography in the timeline.
- 3 Continue with **Lesetext**. Ask students to read out one sentence at a time. Then ask comprehension questions, such as *Was ist ein Problem für Max aber nicht für Anna? Wie hat Max das Problem gelöst? Was möchte Max gern richtig können?*
- 4 Ask students to highlight the verbs in the imperfect tense in **Lesetext** and to find the corresponding infinitives. Students should arrange the verbs in two categories: regular verbs (*fragte/fragen, sagte/sagen, betrachtete/betrachten, erhellte/erhellen*) and irregular verbs (*trug/tragen, hatte/haben, war/sein*). Extension for higher performing students: Challenge students to transcribe the verb forms in **Die Story** from the present tense into the imperfect (*war, musste, standen, war, begann, konnte, blieb, zog, war, beschrieb, hatten*).

- 5 Ask students to talk about **Diskutieren** in small groups. Students should then use the points made in their discussions to devise short role-plays dealing with the variety of problems migrants might encounter. Discuss the role-plays at the end of the lesson with the class.

**Extension**

For homework, ask students to rewrite Judith Kerr's timeline in complete sentences in the imperfect tense; for example: *1923 wurde sie in Berlin geboren, 1933 floh sie mit ihren Eltern ... etc.*



**Culture box**

**Holocaust-Gedenktag**

The Kerr family were able to flee from the Nazis, but millions became victims of National Socialism. Since 2005, the 27<sup>th</sup> of January has been the International Holocaust Remembrance Day. In Germany and many countries in and outside of Europe, this day has become an important date for annual commemorative ceremonies and is a reminder of the liberation of the concentration and extermination camp Auschwitz in 1945. Events such as guided tours and exhibitions commemorate the six million murdered Jews, as well as the Sinti and Roma, the forced labourers, the prisoners of war, the victims of state euthanasia, homosexuals, and all those who resisted terror for religious, political or humanitarian reasons, and as a result fell victim to totalitarian state power.